

**AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL  
RESOURCES USED FOR TEACHING HISTORY IN  
SECONDARY SCHOOLS OF HODAN DISTRICT IN  
MOGADISHU - SOMALIA**

**BY**

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## Declaration

This thesis is my original work and has not been presented for a degree in any university.

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## **Dedication**

To my wife Mariam Osman who, without her patience and support, it would not have been possible to complete this work, and to the memory of my parents.

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**In the name of Allah, the most beneficent the most merciful.**

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## **Abbreviations and Acronyms**

**FPENS:** Formal Private Education Network in Somalia.

**I. A. A. M:** Incorporated Association of Assistant Masters.

**NGOs:** Non-Governmental Organisations.

**SAFE:** Somali Association for Formal Education.

**SOFE:** Somali Organization for Formal Education.

**UNESCO:** United Nations Educational, Scientific and Cultural Organisation.

**UNICEF:** United Nations International Children's Emergency Fund.

## **Abstract**

The primary purpose of this study was to find out how teachers of history utilized various instructional resources. It also focused on availability of instructional resources for teaching history in some secondary schools of Hodan District in Mogadishu, the capital of Somalia. Hodan was chosen as the location of the study because it has the highest number of schools in the district of Banadir region. In the study, only private secondary schools were used as there has not been single public school in existence in the southern part of Somalia since 1991. The researcher sampled one teacher from each school who was teaching history. The total population was 200 students in form four from secondary schools in Hodan District and eight teachers. The instruments used for the data collection were questionnaires, checklists and observation schedules. Two questionnaires were used, one for teachers and the other one for students. Lesson observations were carried out by the researcher himself. The data were analyzed using descriptive statistics, mainly frequencies and percentages. The study findings revealed that a limited number of teachers (12.5%) attended seminars on utilization of learning resources in teaching history. It also showed that most of the instructional resources were not available in the schools except the chalkboard, textbooks, charts and maps. Lack of funds and lack of book centres were the major limiting factors in acquisition of resources. The findings of the research further revealed that guest speakers were never invited to schools as resource persons for history nor were field trips organized for students. The findings of the research are significant to teachers, students, researchers, educational administrators and policy makers because it recommends the need for sourcing of history resources and their effective utilization for the achievement of objectives of teaching history.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter discusses the background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study and definitions of terms.

#### **1.1 Background to the Problem**

Education is commonly referred to as the process of learning and obtaining knowledge at school. However, the process of education does not only start when a child first attends school. Education begins at home. One does not only acquire knowledge from a teacher; but can also learn and receive knowledge from parents, family members and even acquaintances.

At the start of a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. In almost all societies, attending school and receiving education is extremely vital and necessary if one wants to achieve success ([www.kukiforum.com](http://www.kukiforum.com)).

There are two reasons why education is important. The first is that the training of a human mind is not complete without education. Education makes an individual a right thinker. It tells how to think and how to make decisions. The second reason is that through the attainment of education, an individual is enabled to receive

information from the external world; to acquaint himself/herself past history and receive all necessary information regarding the present. Without education, a man/woman is as though he/she is in a closed room. With education, he/she finds himself/herself in a room with all its windows open towards the outside world ([www.alrisala.org](http://www.alrisala.org)).

This is why Islam attaches great importance to knowledge and education. When the Qur'an began to be revealed, the first word of its first verse was 'Iqra' (The Noble Qur'an, 1993: 959) that is, read. Education is thus, the starting point of every human activity.

Dewey (1938) reckons that education involves learning by doing. This learning and doing is important for the pupils to be able to understand the facts, which the teacher wishes them to learn. It is also important to note that pupils educated this way are inevitably agents of constructive social change. The schools, which educate them, are thereby intimately bound to be the larger cause of reform. It is this tie that makes education progressive. Progressivists argue that the child with all his/her needs and interests should be respected and encouraged to get the full benefit from what he/she learns. According to Dewey (1902), a child is not a talented being and the teacher's task in education should be that of giving direction to the child's activities. The teacher's role is that of a guide, supporter and facilitator rather than instructor (Karimi, 1993).

In Somalia, education is an activity which is learned by living and doing and it occurs in a variety of milieu, among them the home, the family, the mosque, the factory and the school. The education of Somalia can be classified as informal (community, home), non-formal (Koranic “Madrassa”) schools and formal (government supported) system.

Traditionally, education has been important in Somalia for centuries and follows the values, norms, and interests of the traditional pastoralists. This includes domestic skills, livestock management, and trading as well as the skills required for survival on the land and for protection against warring parties. In the homes and on the farms, they were taught the skills of the society, and the behaviour expected of its members. Listening to the stories of the elders, they learned the kind of grass which was suitable for the livestock, the work which had to be done on the farm, or the care which had to be given to animals. They learned ethnic history and the community’s relationship with other ethnic groups and with the spirits. Indeed, it may have made the education more directly relevant to the society in which the children were growing up ([www.lafoole.com](http://www.lafoole.com)).

Somalia was exposed to three different European colonial powers, namely Italian in the south, British in the north, and French in the northwest (present Djibouti). These colonialists had their own interests and agenda, and they never prepared to educate a broad base of citizens in either their native or European (English or Italian) language. During the colonial period, education was used as a tool for serving the colonial

socio-economic and political system. It bore no relation to the development of the people of Somalia. The colonial administration was only interested in producing raw materials for the benefit of its industrial development. It was only after independence that efforts were made to change the colonial system of education and relate it to the development of the Somali people. Formal school systems in the style and language of the colonial powers were established reluctantly in both the Italian and British colonies in the early 20<sup>th</sup> century. Each colonial power pursued different educational policies. The colonial systems had relatively little interest in educating the entire population.

The British established an elementary education system during the military administration to train Somali males in administrative posts and for positions not previously open to them.

This was evidenced by the statement made by a British colonial official,

.... and since the country cannot absorb the school leavers only eight elementary schools and one intermediate school are sufficient for helping the lowest ranks of the administration.  
(Good, 1982:14)

The Italian sought to train pupils to become farmers or unskilled workers so as to minimize the number of Italians needed for these purposes. Similarly, an Italian colonial officer wrote a secret directive during the fascist era, in which he forbade any attempt towards the improvement of education in the ex-Italian Somalia;

.... and we should reserve the strictly necessary education for the sons of the chiefs and more important nobilities, because these can later on, succeed to the duties of their fathers, serve as interpreters and hold modest positions in offices... (Good, 1982:14)

The kind of curriculum that existed before independence was based on the colonial educational objectives in both colonies – British Somaliland and Italian Somalia. In the post-independence era, the newly born government inherited two different educational systems with two different mediums of instructions though the objectives of their curriculum were one and the same. There were three languages of government, English, Italian and Arabic. Arabic was the medium of instruction in the elementary level with English at the intermediate and secondary levels. This difference made the government to revise the curriculum so as to make it more responsive to the realities in the country. To develop a curriculum for a meaningful educational programme, geared to the needs and aspirations of the masses, integration of the two inherited education systems was inevitable ([www.lafoole.com](http://www.lafoole.com)).

After 1969, education was structured towards socialism. In Somalia education was based on the socio-economic and political transformation, and was therefore, given priority. The government initiated an educational system that could correspond to the needs of the Somali people and to the ultimate cause of the revolution ([www.lafoole.com](http://www.lafoole.com)). For complete education transformation, the revolutionary government initiated the following:

- (i) The establishment of a Curriculum Development Center in 1972.
- (ii) Writing of the Somali language and its adoption as a medium of instruction.
- (iii) Expansion of the school system to accommodate the largest possible student population;

- (iv) Introduction of courses geared to the country's social and economic requirements;
- (v) Expansion of technical education; and
- (vi) Provision of higher education within Somalia so that most students who pursued advanced studies would acquire their knowledge in a Somali context (Somali Government, 1974).

Although the center was new, the curriculum developers tried to set a curriculum, but it was not reliable and convenient to the Somali people, because the staff were not trained in curriculum development. In 1975, the government established universal primary education. Following the 1977-1978 Ogaden war between Somalia and Ethiopia, government resources were diverted from the social sectors to military use and, by the late 1980s, less than 2% of the national recurrent expenditure budget was allocated to education (compared with 11% in the mid-1970s). This resulted in the closure of many schools, a rapid decline in enrolment, and the departure of many administrators and teachers who sought better remuneration elsewhere. The collapse of the formal education system was clearly well advanced even before the civil war in 1991 ([www.unesco.com](http://www.unesco.com)).

The civil war was another devastating blow to the formal education system, which collapsed in 1990. Many teachers and pupils were displaced and forced to seek security in their clan areas or flee to refugee camps abroad. Moreover, many youths were forced by their clans to join the armed movements to fight against the

government. In the Northern part (Somaliland) and the Central regions of Somalia, schools were also gradually closed as the civil war advanced. The aftermath showed that about 90% of school buildings in the country were either completely or partially destroyed. In addition, many were occupied by internally displaced persons. Almost all educational materials and equipment were looted. There was no public financing for education, and teachers and administrators went unpaid. No national formal education took place in Somalia for the last eighteen years; most children had no school to attend. Higher education programmes also ceased to function and only the Koranic (Madrassa) schools continued operating ([www.lafoole.com](http://www.lafoole.com)).

Revival of educational facilities began in early 1993 when communities and individuals began re-opening schools (particularly in urban centres). This led to the creation of informal education committees in Mogadishu and some other regions and districts by education administrators. A number of International Organisations like United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations International Children's Emergency Fund (UNICEF) and Non-Governmental Organisations (NGOs) provided material assistance, training, and some degree of supervision for schools in specific localized areas. Thus, the collapsed public school system was replaced by private schools owned by individuals. These schools are found in few major urban centres, especially Mogadishu and Hargeysa and they continue to produce students of high quality ([www.lafoole.com](http://www.lafoole.com)).

In Mogadishu, education committees or boards have been established educational institutions such as Formal Private Education Network in Somalia (FPENS). This is the biggest private education system network working in most parts of southern, Puntland, and some parts of Somaliland. Other boards include Somali Association for Formal Education (SAFE) and Somali Organization for Formal Education (SOFE) working in many parts of southern Somalia. Their main task is to promote and coordinate schools within particular localities. In practice, their interest and influence is generally restricted to the immediate areas of the particular urban centres. Few have any premises, equipment, or materials. Some receive (or received in the past) limited resources from external agencies to build their own capacity ([www.lafoole.com](http://www.lafoole.com)).

To realize both national and global goals of education depends on developing new conceptual models which incorporate understanding and interdependence. This also helps in development of the attitudes and abilities which will enable students to work co-operatively towards common goals. Thus, the biggest challenge confronting education is to prepare students to function effectively and responsibly in an interdependent world. According to the general and specific objectives of education in Somalia, some of the objectives can be achieved through the study of languages and sciences; others can be achieved through the study of social sciences.

History is one of the social science disciplines. According to Nasibi and Kiio, (2004:4), history has been defined by various scholars as: “everything that ever happened; as a continuous process of interaction between the historian and his facts,

an unending dialogue between the present and past; and the totality of human actions and endeavour”.

According to Ayot (1979), the modern historians have taken a strong belief that the study of history will equip students with the past knowledge which can be used to construct the past experiences. He argues that without history of our past we would not be able to know who we are, who our relatives are, where we are going and where we are coming. He adds that the study of history has great practical significance in our life. To be a competent member of the society one must know some history to be able to understand his immediate society, himself and the world will allow an individual to act with wisdom and prospective.

Dance (1970) believes history as a subject is of great importance since it enables an individual to learn facts. It also offers training in understanding and sympathy, democracy, social loyalties and tolerance.

According to Sifuna (1994), the study of history is important for several reasons:

- By studying the past, we can learn how we have come to be what we are today, and what we are likely to become in the future (on the basis of our past and present).
- The study of history enables us to draw comparisons, for example, to compare the development of several different theories or problems among a single group, or the development of a single theory or problem among several groups

of people and to draw more significant conclusions. Thus, it enables us to avoid the shallowness and prejudice that often characterize the account of a single person or a single group. In other words, it helps us to formulate more comprehensive theories, or principles, by providing a broader perspective and by focusing on a wider range of humanity than is represented by a single culture.

- A historian is able to show the origin and development of a particular theory or practice in its historical context, and thus to explain the circumstances that gave birth to and which later influenced such a theory or practice.
- The understanding of historical events can lead to a spirit of realism and optimism because it may help societies avoid mistakes that have been committed elsewhere.
- The study of history helps to develop our powers of thinking. Historical study helps us to train and exercise all the essential aspects of intellectual activity, including cultivating a spirit of curiosity and objective analysis.

Crookall (1972), states that the study of history is important for the following reasons:

- It is the one school subject directly and entirely concerned with the behaviour of human beings, the humane study par excellence.
- It can set children on the road towards such awareness of human solidarity and of the great truth that 'No man lives unto himself alone'.

O'Hara and O'Hara (2001) argue that:

- History offers children a means by which they can gain insights into the affairs of the modern world by revealing examples of how the past has influenced the present and by offering lessons for the future.
- History allows societies to avoid reliving and repeating past errors and by helping them to have a clearer picture of what action to take in the future.
- History assists people in having a better appreciation of their current state of affairs by illuminating, albeit partially, links, connections and continuities between the past and the present.
- History involves subject matter that is intrinsically interesting and has the potential to motivate, stimulate and fire children's curiosity, while the process of historical enquiry fits well with social interactionist views of how children learn.
- History plays a unique and pivotal role in personal and social development through the transmission of society's cultural heritages' as children explore the choices, attitudes and values of people in the past.

The success of teaching history depends on the instructional resources used. The instructional resources are limited by curriculum objectives. Once the objectives of education in general and of a specific subject are established, it becomes easier for teachers to decide on what kind of teaching/learning activities will be most appropriate and which media will be the best sources for facilitating the achievement of the objectives.

## **1.2 Statement of the Problem**

History is a very important discipline which deserves a place in any education system. In Somalia, history is a very important subject since it provides essential knowledge on cohesion. It is the only subject which, if taught well, can lead to nationalism, patriotism and international consciousness. Somalia as a country has been facing problems of disunity/ethnicity which have led to years of civil war and destruction of individuals and property. The researcher's contention is that history can be used to bring cohesion and peace in Somalia. It is the investigator's intention to find out why history, which is a compulsory subject in Somalia curriculum, has failed to achieve the nation's aspirations. Is it because of poor approaches used to implement the curriculum? Could it be because of inadequate resources which are at the core of effective teaching? Or could it be because of lack competence among the history teachers in utilization of resources?

## **1.3 Objectives of the Study**

- (i) To investigate the availability of resources in teaching/learning of history in secondary schools.
- (ii) To determine the quantity of instructional resources used in teaching and learning history in secondary schools.
- (iii) To investigate the utilization of resources used in teaching/learning of history in secondary schools.

- (iv) To find out why history, which is a compulsory subject in Somalia curriculum, has failed to achieve the nation's aspirations.
- (v) To find out problems encountered by teachers and learners in the utilization of resources of teaching/learning history.

#### **1.4 Research Questions**

The researcher sought to answer the following questions:

- (i) What type of teaching instructional resources were teachers of history using in teaching history?
- (ii) How equipped were the schools in terms of resources for history teaching/learning?
- (iii) How did the teachers utilize the instructional materials in teaching/learning history?
- (iv) What hindered effective use of learning resources in teaching of history in Somali Secondary schools?

#### **1.5 Significance of the Study**

This study is of great significance in providing useful information, which will promote the teaching of history and will benefit teachers, students, researchers, and educational policy makers. The findings of the study will draw attention to the factors to consider in the utilization of instructional resources in teaching history.

### **1.6 Assumptions of the Study**

The following assumptions were made in this study:

- i. Different types of resources were available for teaching and learning history in Somali Secondary Schools.
- ii. The available resources were being utilized in classroom teaching.
- iii. History teachers and students would provide the required information.

### **1.7 Limitations of the Study**

The study was limited by the following factors:

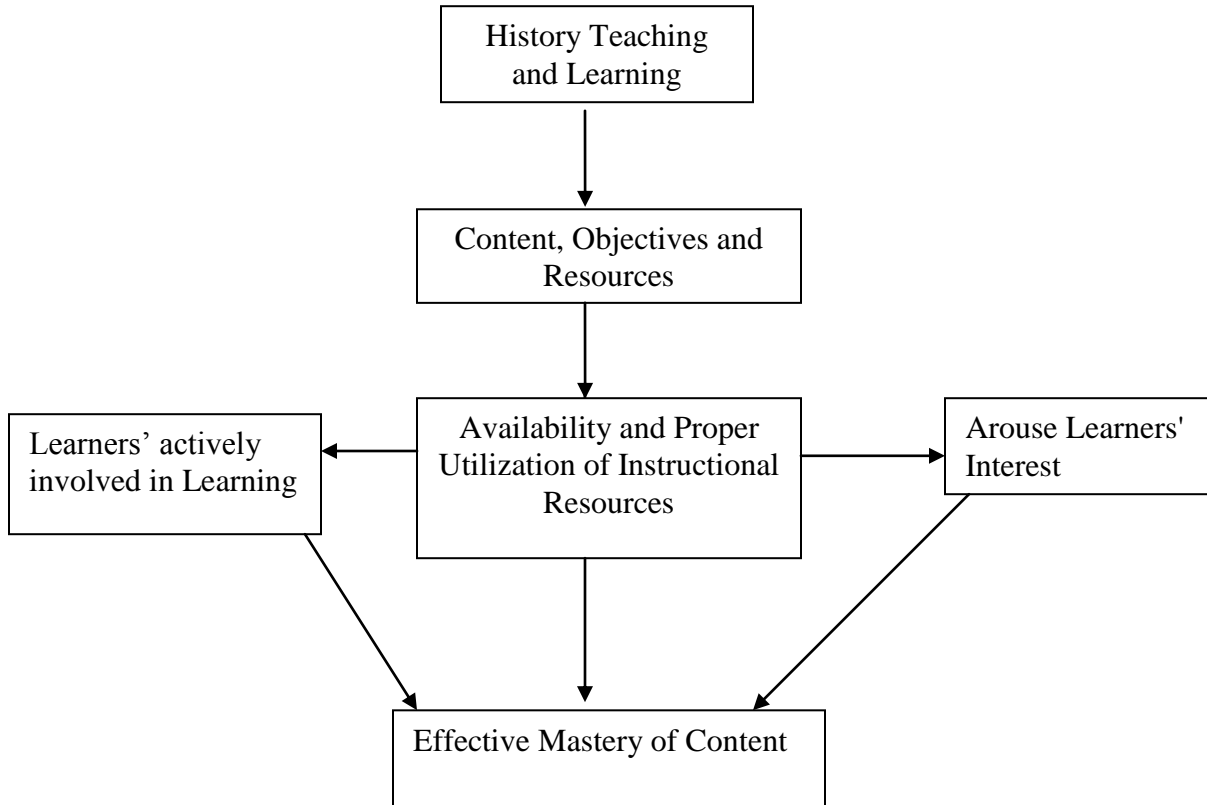
- (i) Insecurity problem owing to the civil war in the country.
- (ii) The related literature on the subject of study in Somalia was very limited because of long years of war which led to destruction of libraries, resource materials and research initiatives.
- (iii) The results obtained from this study were based on sample data of eight secondary schools in Hodan District which were representative of only one district but not the entire nation, therefore, the results cannot be generalised to the whole nation of Somalia.

## **1.8 Conceptual Framework**

Educationists did not stop at the discovery that children only learned when they were interested. They went on to discover that they learn best when they themselves were active. Though interest is essential, it is not enough. The pupil must be active in the process of learning. What he/she does is more important than what the teacher does or says (Crookall, 1972).

The realization that the most effective learning takes place when the pupil himself is active is quite recent. The important thing is now seen to be what the pupils learn, rather than what the teacher teaches. The teacher's job is to plan the learning of his/her pupil. He/she must guide their studies, provide suitable instructional resources, and arrange the activities through which they will best learn.

History teaching, at whatever level, must make full and intelligent use of appropriate visual aids (Crookall; 1972). According to Dale (1969), audio-visual materials help the teachers to teach their subject matter with effectiveness. He further argues that audio-visuals encourage active participation in the learning process and that they bring freshness and variety to the learning experiences. Below is a conceptual framework illustrating the relationship between objectives of teaching and use of resources.

**Figure 1.1: Conceptual Framework**

Source: Researcher

The utilization of instructional resources used by teachers lead to learner's involvement activities during the classroom session. The more the learners are actively involved in the learning process, the better their understanding of the concepts. If the teacher of history actively involves the students in the learning process through the use of various instructional resources and various techniques there will be good understanding of the subject (Dale, 1969).

## **1.9 Conclusion**

This chapter has discussed areas such as: background of the problem, statement of the problem, objective of the study, research questions, significance of the study, assumptions of the study, limitations of the study and definitions of some terms. The next chapter will discuss literature review.

### 1.10 Definitions of Terms

Here are some definitions of the terms used in the study:

**Chart:** A chart is something that shows a group of facts in form of a diagram, table, or a graph.

**Education:** Development process provided by a school or other institutions that are organized chiefly for instruction and learning. It is the act or process of educating. It includes instruction, schooling teaching, training, tuition, coaching, guidance etc.

**Field Trip:** Is an expedition, especially by students to observe and study something at its location outside of the classroom.

**Formal Education:** Is the structured educational system usually provided or supported by the state, chronologically graded and running from primary to tertiary institutions.

**Informal Education:** Is a learning that goes on in daily life and can be received from daily experience, such as from family, friends, peer groups, the media and other influences in a person's environment.

**Instructional Materials:** Are to be defined as items that are designed to serve as a major tool for assisting in the instruction of a subject or course, such as books, charts, pictures etc.

**Knowledge:** Is defined as expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject, what

is known in a particular field or in total; facts and information or awareness or familiarity gained by experience of a fact or situation.

**Media:** Any means through which message is conveyed, and a combination of such means. Examples are books, pictures, television, radio etc.

**Non-formal Education:** Is an educational activity which is not structured and takes place outside the formal system.

**Print Media:** Print media include materials such as textbooks, newspapers, magazines, reference books, newsletters, periodicals, advertisement, memos, business forms, etc.

**Realia:** Are real things such as the objects associated with everyday life in a culture, especially as distinguished from theories based on such things.

**Secondary School:** A school that is intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula; usually grades 9 to 12.

**Textbooks:** Books used in schools or colleges for the formal study of a subject.

**Utilization:** It means making use of something. It is used here to mean making use of teaching methods and resources.

**Visual Aids:** Visual aids are visual representations which support presentations in the form of text, cartoons, graphs, illustrations, photographs. These can be OHP transparencies, handouts, flipcharts, posters, objects etc.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

There are many factors which help students to develop interest in schoolwork. It may be part of the subject content, the teacher, the instructional resources used or the classroom environment in which the lesson is conducted. Flack (1968) says that students must experience learning personally and that learning should take place to the degree that an individual can discover a personal meaning in the situation or an idea. The teacher then must be certain that activities and ideas are being perceived by the learner in a meaningful manner.

Although related literature in this area of study in Somalia is limited, there is literature related to availability and utilization of instructional resources in general and as they pertain to the teaching of history in particular. This literature presents views expressed by different groups of people such as educational philosophers, psychologists, educational practitioners and writers on teaching and learning resources. The major areas covered are:

- Views of educational philosophers and psychologists on teaching;
- Learning resources.
- Importance of instructional resources in teaching history;
- Criteria for Selection of media

## **2.1 Views of Educational Philosophers and Psychologists on Teaching**

There are many western educational thinkers who have contributed to the development of the modern school system. However, a rudimentary origin of modern education was in ancient Greece before B.C. At that time, the most advanced scientific and technological civilization, that Western Europeans began to think about and formulate what should be their practical ideals of education. Education in ancient Greece aimed at producing a complete person, one who had developed intellectually, morally and aesthetically, Bennaars et al. (1994). The ancient Romans, on their part, patterned their educational objectives towards producing a functional or practical person. Besides, they insisted on organizing and institutionalizing learning in a school. However, they still retained the Greek educational idea of producing a complete person through the education process.

With the Christianization of the Roman world, the Jewish-Christian educational ideals, emphasizing dependence on God, came to overshadow the Graeco-Roman concept on an individual being entirely and independently responsible for his own destiny and perfection, Bennaars et al. (1994). During the Renaissance and Reformation, science began to influence the theory and practice of education. The old philosophic approach was gradually displaced in favour of a more scientific approach. The study of science and a generally more scientific approach to education was adopted. However, it was not until the turn of this century that both psychology and sociology of education were accepted as fields of study in Western education. Here,

are some of the great thinkers who contributed to the educational development of this era.

Jean Jacques Rousseau (1712-78), who was a great philosopher and educator during the 18<sup>th</sup> century is said to have contributed to modern approaches to teaching and learning. Moore (1974) argues that Rousseau developed an idea of practical, experiential, first-hand education. The child is to be concerned with things rather than with words, with the concrete world about him rather than with books and formalized knowledge. Everything he is required to learn is to be immediately relevant to him as a child. Rousseau's theory is 'progressive' rather than traditional, child-centred rather than teacher-centred or subject centred. Those who have subsequently offered progressive theories of education, Pestalozzi and Froebel for example, have all been influenced by such an interpretation. Those who do not see education in 'progressive' terms have been inclined to blame Rousseau for an approach they regard as anti-intellectual, anti-social and is thought to play down the idea of initiating the child into traditional areas of formal knowledge, anti-educational.

Johann Heinrich Pestalozzi (1746-1827) was a Swiss educational reformer, lived during the late 18<sup>th</sup> century and early 19<sup>th</sup> century. Pestalozzi was influenced by the educational ideas of Rousseau. He emphasized the importance of educating children through their senses; through familiar things at home and in the countryside. Touch the stone, feel the water, count the windows in the classroom, measure the floor, climb the mountain, boil the kettle, see the veins of the leaf, and smell the flower. His

ideas flow from the same stream of thought that includes Johann Friedrich Herbart, Maria Montessori, John Dewey, and more recently Jean Piaget (Castle, 1965).

Pestalozzi's curriculum, which was modeled after Jean-Jacques Rousseau's plan in *Émile*, emphasized group rather than individual recitation and focused on such participatory activities as drawing, writing, singing, physical exercise, model making, collecting, map making and field trips. Thus, Pestalozzi was convinced; education should develop the individual's faculties to think for himself (<http://educ.southern.edu>).

Maria Montessori (1870-1952), who was a great thinker and educationist in the 20<sup>th</sup> century stresses on environment as centre of education. Patterson (1977), Montessori was familiar with the writings of Rousseau, Froebel, and Pestalozzi and influenced by their ideas. An idea which Montessori developed from her experience was that educational methods and practices should derive from observation of children rather than from preconceived notions about their development. She says “The child learns from his own activity, taking culture from the environment and not from the teacher.”

Castle (1965), the teacher's duty was not to teach but to select the right environment. Thus, the children are free to play and work as they please, but only within the conditions provided by the teacher. There are many supporters of this method for the early training of young children, but it has been criticized for not encouraging play

and imagination and for relying too much on apparatus and not enough on the personal influence of the teacher.

Moore (1974), and John Dewey (1850-1952), were a great educationists who were mainly associated with those who involve direct, first-hand experience and practical activity by the pupils, in which the need for knowledge and skill and the exercise of intelligence will make itself felt. In this way, children will acquire knowledge and skills as a by-product of doing something else, finding out about something, making something, involving them in those practical enterprise. According to him, Dewey's criticism of the schools of his time was that the emphasis was always on the subject matter to be learned, on the textbook, or the teacher's words, whereas, his readings were based on the participatory activity of the pupil.

The foregoing are ideas of some of the great educational thinkers of 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries on how children learn. The educational thinkers emphasized the need for teaching children according to their basic needs and characteristics at various stages of their development. Their views have somehow influenced the teaching strategies and instructional resources which teachers use in the teaching/learning process (Kii, 1999).

## **2.2 Learning Resources**

Learning resources are also commonly known as teaching aids, educational media, instructional materials, etc. They are important in education because: they motivate

learners to learn, learners come in contact with real things or objects, and as such they link instruction with real things. They encourage learners to utilize more than one sense, increasing their retention capacity (Nasibi and Kiio, 2004).

According to Crookall (1972), visual aids are of value in teaching all children, both in primary and secondary, both dull and bright. As a child grows older, the type of visual aid likely to be of value in his education changes and so does the way in which such visual aids can best be used. It is wrong to say that visual aids are suitable only for duller children. But the bright child will be better at learning by any means and will gain more from the use of any resource than the dull child. No subject stands to gain more from the visual aids than does history.

### **2.2.1 Importance of Instructional Materials in History Teaching and Learning**

Media are the means for transferring or delivering messages. It is called the educational media when the medium transfers message for the purpose of teaching. Today, education focuses on the learner's participation and concrete idea of teaching materials, (www. adprima, 2008). Instructional materials are items that are designed to serve as a major tool for assisting in the instruction of the subject. These items may be available and may consist of textbooks, slides, films and filmstrips, recordings, electronic media (instructional computer programmes, discs, CD-ROM and other commonly accepted instructional tools. ([www.planning.leon](http://www.planning.leon))). According to

Crookall, (1972), a vital principle in teaching most subjects – and especially in teaching history – is that as much (or more) is learnt through eye as through the ear.

Farmer’s proverb from Peru says,

“What I hear, I forget.  
What I see, I remember.  
What I do, I know.”  
([www.fao.org](http://www.fao.org))

According to Crookall (1972), educationists did not stop at the discovery that children only learn when they are interested. They went on to discover that they learn best when they themselves are active. Although interest is essential, it is not enough. The pupil must be active in the process of learning. What he does himself is more important than what the teacher does. The teacher’s job is to plan the learning of his pupils. He must guide their studies, provide suitable material, and arrange the activities through which they will best learn.

The success of history teaching and learning depends to a large extent on the type of instructional materials used. Although the spoken and the printed words are the basic tools in teaching, it is felt that they must be supplemented by other aids. Audio and visual materials can be used to arouse learners’ curiosity, interest and make possible variation of teaching methods.

### **2.2.2 Criteria for Selection of Media**

Media have the ability to arouse curiosity and to give learners’ confidence and motivation to find out more and to participate in learning activities. According to

Patel and Mukwa (1993), in selecting the media for instruction, the teacher must decide exactly what it is that he/she wishes his/her students to know and then select the most appropriate for the task. If he/she wishes the students to be able to identify several species of plants or flowers, he/she should select the media that will enable them to perform this task. He/she should select an album of actual flowers and coloured pictures of plants. Plant growth can be best shown by use of motion pictures and trips to the fields and can be described in part through the use of verbal descriptions.

Wittich et al. (1962) observe that selection should be based on how well they help the learners to achieve the desired goal, the level of the learners concerned and mechanical excellence of sound and vocabulary. Selection will depend on how well the media perform the intended task. Volker et al. (1989) add that the instruction should be content driven, and merely dedicated by the type of media that happens to strike the teacher's fancy or by what happens to be in hand. This has been clarified further by Brown and Thornton (1971) who suggest that the media should follow and dictate the learning aims. The objectives should first be considered.

Kemp (1985) notes that the use of technology brings about changes which are frequently resisted by personnel in the education fields. He gives reasons for this resistance as fear of being replaced as teachers by the instructional media and that education would be automated with consequent loss of the personal relationship between teacher and student.

Gerlac and Donald (1971) say that the task of the teacher is to help the learner to acquire the ability to name and to select the appropriate medium or media to reach the objective. They give a general rule which has been widely accepted is that the more concrete the referent, the more likely a learner will be able to name an object, event, or characteristic when presented with the same stimulus or similar stimuli. According to them, that there is criteria which can be applied to the selection of an instructional medium once the content has been determined, the objective defined, and the entering behaviours measured. This criteria applies regardless of the objectives of our instruction:

- Cognitive appropriateness (Is the medium appropriate for implementing the attainment of the defined objective?)
- Level of sophistication (Is the medium aimed at the level of understanding of the students?)
- Cost (Is the expense consistent with the potential results in terms of students learning?)
- Availability (Are the material and equipment available when needed?)
- Technical quality (Is the quality of material readable? Visible? Audible?)

This criteria should be checked when selecting any instructional medium, whether it is real, surrogate, or abstract.

Patel and Mukwa (1993:10) emphasize that:

The materials should reflect the highest possible quality and should be interesting and attractive. It is a bad practice to use any material simply because it is easily available. It is better to show a relevant chart than an irrelevant film. Materials should be used as an integral part of a learning activity in order to achieve the highest level of understanding within the context of the subject matter relationships.

Orina (2001), says that the selection of instructional resources is an important component of the teaching/learning process. It is the selection of particular instructional media which determine the outcome of the whole process of learning, that is, either it succeeds or fails to achieve its immediate objectives.

According to Dickson in Burston and Green (1972), there has been a tremendous increase in the type and quality of audio-visual aids which can be utilized in history teaching and learning. Audio and visual materials cover films, maps, charts, pictures, filmstrips and slides, objects, archival materials, overhead projector transparencies, recorded sound and multi-media kits and broadcast programmes. Other instructional materials that are available in the literature include the chalkboard, textbook, newspaper, library, history room, resource persons and environment.

### **2.2.3 Textbooks**

According to Nasibi and Kiio (2004), a textbook can be defined as a standard book specially designed to teach a specific group of learners. It is written for a particular subject at a particular level in school or college. A good example of a history textbook, History for Somalia Secondary Schools, Curriculum Development Centre (CDC), Ministry of Education, Somalia. Of all the materials of instruction, the textbook has the most influence on teaching content and methods especially with the exploding growth of knowledge.

Scholars have highlighted the importance of textbooks. Obanya (1983) feels that a textbook is the most commonly used tool for classroom teaching. He says that it can best be used as a learning facilitator. According to Kamm and Taylor (1968) the textbook is the most important tool for the teacher even at this age of audio-visual technology. Dale (1969) sees the textbook as being the traditional instruction tool. He says that books are highly effective especially if they are creatively written and ably used. Kaggia (1987) sees the textbook as having an advantage over other resources since it is versatile, flexible, and convenient and has unquestionable impact on its readers.

Farrant (1964) argues that textbook is a very special type of book. It is written to satisfy a special need. Textbooks are teaching aids and must be used according to educational principles. According to Hurt, J.W (1962) and Crookall (1972), a textbook remains, after the teacher, the learners' chief aid, support and the learner's companion throughout the history course.

According to Dale (1969), it is wrong for a teacher to see a textbook as being able to deliver all the required content of the course. He says that a single set of textbooks should never be used in a class since it will not meet the needs of all the students. This is because a normal class consists of students having a wide range of attitudes.

Kamm and Taylor (1968) suggest that the textbook can be utilized by the students for reading while the teacher can use it for lesson preparation. Massey (1965) says that

students must learn to seek information in specialized reference books but much organized data from a variety of sources should be found in the class textbooks. He goes on to say that textbooks can actually teach. He says that a textbook can be a real boon if a pupil has been away from school or if he has difficulty in understanding science lessons. This can also be true of history teaching and learning. According to him, students who hear their teachers read passage from good books are likely to read more and more books themselves. Mulupi (1991) says that textbooks are a store of knowledge and that a learner can without teachers' guidance retrieve this knowledge.

Tennenbaum and Stillman (1960) think that textbooks are very important. This is because they enable authors without coming into classroom to give information to both teachers and students. They believe that the most important tool for teaching science is a well-chosen textbook. As pointed earlier this applies to other disciplines in the curriculum including history.

Oakeshott (1982) sees textbooks as the oldest means of communication. She contends that the textbook is often regarded as being almost sacred due to its beauties. She thinks that no new technology is likely to replace the books, which to her, are greatly flexible, convenient and have great educational value. To her, the textbook is and will remain the most effective and efficient medium of communication. Mwaniki (2000), says that both the teacher and the pupil in various ways can use the textbook. However, some ways of using the textbooks are more acceptable than others.

#### **2.2.4 Chalkboard/Blackboard**

The chalkboard is the mother of all instructional resources. Crookall, (1972) contends that the chalkboard is the oldest of all teaching aids, and is probably still the most versatile and valuable. Skill is needed in using the blackboard. Like all skills, blackboard skill requires intelligence and practice. According to Farrant (1964), the blackboard can be the most useful of all teaching aids if the teacher knows how to use it. But like all other aids, its correct use has to be learned and practised constantly. The blackboard lies in front of the pupils and stands as a visual testimony of the teacher's work.

Nasibi and Kiio (2004), argue that chalkboard is the most useful and versatile of the visual aids at the disposal of a history teacher. It would not be wrong to say that the chalkboard is irreplaceable and indispensable. According to Aggarwal (1982), it is the oldest and the best friend of the teacher and the most universally used aid.

According to Wittich et al. (1962), the chalkboard continues to be a basic means of presenting subject matter. A chalkboard is almost always at hand during a class. Teachers can use the chalkboard more effectively as they understand more completely its characteristics, flexibility and the opportunities it presents for efficient instruction. Although the chalkboard is old, very often it is the best means for presenting concepts which are as new as today's scientific discoveries. Many

concepts are so new that about the only means available for presenting them is the chalkboard.

Saunders (1974) sees a chalkboard as any dark-coloured, flat, smooth surface on which you can write and draw with chalk. He adds that it is one of the oldest and simplest of visual aids. It is often called a blackboard, but nowadays it can be in different colours such as green and grey. According to him the chalkboard has a number of advantages. These are:

- The writing surface is easy and cheap to maintain.
- The chalkboard can be readily available anywhere.
- Many types are transportable and the teacher can turn to the board at any time.
- It is simple to use.
- It encourages people to use their imagination and this leads to active seeing on the part of the audience.
- It also encourages active doing as members of the group help to build up a picture, map or diagram.
- It may be used in a wide variety of ways to suit your subject and audience.
- It is a natural supplement to all other aids.

He also points out that it has some disadvantages, for example it calls for imagination, initiative, preparation and practice to make the best use of it, but also notes that it is possible to overcome all these limitations.

### **2.2.5 Charts**

According to Nasibi and Kiiio (2004), a chart is a combination of written or drawn pictorial or graphic material, which presents a clear visual summary in tabulated or methodical form. Charts are either teacher-made or ready-made. Where possible, it is recommended that teachers make their own charts incorporating their own ideas and line of thought in teaching and learning. If possible, the teacher should involve learners in preparation of charts.

Farrant (1964), believes that charts and pictures serve different purposes in teaching. Pictures help to illustrate and bring a sense of reality to what is taught, whereas charts contain the lesson material itself. Thus, pictures are of use for stimulating interest, creating correct impressions and bringing lessons to life. Charts on the other hand are more useful as a means of presenting the material that is to be learned in a memorable form and as such often play a central part in a lesson or, as has been said, a concluding part.

Wittich et al. (1962) says that charts are combinations of pictorial, graphic numerical, or verbal materials which, together, will be most likely to present clear visual summaries of important processes or relationships. Charts are usually large enough to use with a group or class. Many charts are available commercially in sets, but simple charts can also be developed on the chalkboard or on newsprint pads by teachers or students, during a classroom discussion. According to him, there are many types of

charts: classification charts, flow charts, relationship charts, tabulation charts, chronology charts, and variations of these, among others. The charts most commonly used in teaching are tree and stream charts, flow charts, outline charts and tabular charts.

According to Kiiio (1999), success in use of charts in teaching and learning history and geography is likely to depend on their quality. Crookall (1972), gives the following qualities of a good wall chart: forceful not jumbled up and not over crowded. He further adds that a chart should contain appropriate information, a key and must not be sturdy. He also says that a chart should be introduced during the lesson and hanged for learners to look at later.

### **2.2.6 Maps**

A map refers to a representation of the surface of the earth or a section of it as if seen from above drawn on scale (Nasibi & Kiiio, 2004). It shows shapes of some physical features, shape, size and position of countries, direction and distance. The use of maps is an integral part of teaching history. They are available in form of wall maps, maps in historical atlas or in a textbook. Some maps deal with physical features while others show political and economic development of certain parts of the world (Nasibi & Kiiio, 2004). Since history deals with human activities, the history teacher should use appropriate maps when teaching about a place where there is or has been human life.

Crookall (1972) argues that maps and atlases are almost as important in the teaching of history as they are in the teaching of geography. Maps are essential in the teaching of history for two reasons. First, there is the basic fact that the history of a country is dependent largely on its climate and its geography. The second reason why maps and atlases are so important in teaching history is that they make many historical facts both comprehensible and memorable.

According to Wittich et al. (1962), the wall map is designed to highlight major features. One writer refers to such maps as “pointer” devices and gives the following explanation: “This means that the wall map is not there to serve every purpose for which teachers and students may require a map, but to make it possible for teacher or students to point out to others in the room some essential features in the distributions which a given map shows.” Eisen, (1947: 190) “Map, Globe and Charts,” American School and University,

According to them, the most effective wall maps do not contain numerous kinds of information on the same map. A good political map, for example, typically presents political boundaries, principle cities, rivers and water areas, and important transportation routes; depending upon the level and function of the map, a few other features may be included. Normally, such additional information as counter lines, land use, and rainfall or population distribution is not presented on the same map because too much material makes the map difficult to read and use. Emphasis on one

type information and the avoidance of extraneous details are characteristic of good maps.

They add, small inset maps are frequently printed on the margins of a wall map to provide such information as rainfall, vegetation, thermal regions, and population distribution. This information is valuable, of course, and it is useful for small-group close-up study; it may also be helpful in reading the larger map. Sometimes inset maps are used to fill up space when the large map is wide and rather squat in shape, as is true of some maps. It is generally preferable to have the main map larger than to use up space for insets which, at best, can be seen only at close range. An atlas or textbook map is more convenient and more efficient for detailed map study.

### **2.2.7 Tape Recorder**

Tape recorder could be defined as a device used to record speech, music and sound on electromagnetic tape. It is a very useful tool in history teaching and learning because it can be used and reused over and over again; it is easy to operate e.g. to tape record, to start, edit and to erase; it has high fidelity and lastly, it adds authenticity and reality to the lesson (Nasibi & Kiio, 2004).

Patel and Mukwa (1993) argue that a tape recorder is a versatile and useful instructional piece of equipment. Its use can be in the classroom, for a group of students or in the learning resource centre or in the home for individual learning. A

tape recorder makes it possible for a teacher to document audio information and make it available for later use by individuals or class group in and out of school. Several kinds of student creativity and productivity can be encouraged through the use of a tape recorder. It is one of those means of self-learning and self-evaluation. Wiman (1972), contends that tape recorders are used in the classroom to present pre-recorded materials, for making live recordings, and in the development of individualized learning packages that include audio instructional materials.

For effective utilization of the tape-recorder, Nasibi and Kiiio (1995), suggest the following steps: previewing, preparing the class, playing the programme and organizing follow-up activities. Kiiio (1999), notes the importance of tape-recorder in the teaching of history has been echoed by among others the IAAM, (1965); Crookall, (1972); Strongman in Jones, (1973) and Ayot, (1979).

According to Pappas (1947) the advantages of tape recording are:

- It can be played back instantly after recording, and with the same machine. Nothing more than a change of switches is involved.
- Tapes can be played over and over without perceptible loss of volume or fidelity.
- Recording can be erased automatically and the tape used again.
- Recorders are sturdy, simple to operate, and portable.
- The three functions – erasing, recording, replaying – are all quite effective.
- Both recorders and tapes are relatively inexpensive.

- Recorded tapes can be edited at will.
- Tape recordings permit students and teachers to hear themselves as they are heard by others.
- Tape recordings permit teachers to be in more than one place at a time, figuratively speaking.
- Tape recordings permit delayed use of sounds and their preservation intact for indefinite periods of time – for later study and analysis.
- Tape recordings facilitate repetitive activities – particularly in connexion with drill exercises, repeated tests, or set of directions – where standardization of all aspects of the preparation is important.
- Tape recordings provide unique opportunities for evaluation – both by the teacher and by the students themselves.
- Tape recordings permit actual alteration of the physical nature of sound for analysis and explanation.
- Tape recordings facilitate actual transmission of sounds from one place to another.

### **2.2.8 Video-Tape**

According to Nasibi and Kii (2004), a video-tape is useful because the history teacher can videotape some of the television programmes and play them back in class at a convenient time. They continue to say that there are activities within the school environment and outside which could be videotaped and replayed to the learners.

They include plays, history projects, national days' speeches and community work. There are also ready-made programmes in some agencies, which a history teacher can borrow.

Video tape recorder can be recorded and erased easily, while a film wasted during the editing process and cannot be re-used once processed. Video- tapes can produce a programme in spot, while a film requires other expensive facilities for processing before it can be used (Patel & Mukwa, 1993). Video tape recorder can be used in skill practice in primary teachers' colleges and primary schools. This is because they can record and playback the recorded images instantly for feedback and use in learning. They can also record events and situations for use in the class, especially where motion is needed. They can also record programmes from television broadcasts for later use.

According to Bagulia (2005) software development is a continuous process and purely academic in nature. Software must be relevant to the curricular needs specific to the courses/clientele. Teachers and students can interact and develop the material according to their capabilities and requirements. The entire process must be taken as integrated and interrelated. The objectives should be precisely identified and software has to be developed by educationists and academics. These useful materials can be utilized in video production. According to him, software production for educational TV or video cassettes requires a combination of knowledge of subject matter, media production techniques and communication strategy to reach the target audience.

McInnes (1980) says that video is the use of electronic cameras, recorders and display screens. Today, video should be an everyday communication tool in the hands of and under the control of the teacher. Videotape recorder (VTR) is more versatile than the cine-projector. It can record as well as play: the cine-projector can only play. You do not need a blacked-out room to watch a television screen. Increasingly, commercial film libraries are making their films available for hire on videotape. The latest designs of cassette recorders are as easy to use as the familiar audio-cassette recorder.

According to him videotape has many advantages. These are:

- Videotape has instant playback.
- It will give you pictures in light levels too low for satisfactory filming.
- It is cheap when compared with film and is re-usable.
- You can record the same event year after year.
- Video camera is much easier for the non-expert to use successfully.
- You can set up a camera and recorder to record students practicing skills or student teachers giving practice lessons.
- The tape can immediately be replayed to them for self-analysis.

### **2.2.9 Field Trips**

A field trip is a journey by a group of students to a place from their normal environment. The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday

activities ([://en.wikipedia.org](http://en.wikipedia.org)). Peterson (1992) argues that the idea of the trip is to provide useful information to the learners, therefore, when a teacher is planning a field trip he/she should make sure that he/she considers all the specific points of information he wants students to take in. Taking children out of the classroom on visits to museums, galleries, exploratories and historical sites can extend the opportunities for evidence-based teaching in history (O'Hara & O'Hara, 2001).

Dale (1969), states that the distinguishing fact about a field trip is that the students get their experiences in the field and not in the classroom. The field trip, then, is an outgoing process in which students observe the work-a-day world in operation. It is a serious educational study with important, planned purposes. This does not imply that classwork is only theoretical and that field experience alone is practical. Life in the classroom can cover only a small part of our total life, and if our learning is to become full and well rounded, we must get beyond our school walls and into the community as students and as working participants.

He adds what one sees depends on what he has seen previously. A student's past experience will influence the meaning he obtains from a field trip. And these past experiences can be organized into hypothesis that can be used for subsequent intelligent seeing. In other words, what a student has seen prior to a field trip can be organized into new questions to be answered, purposes to be achieved, and things to be discovered.

The field trip is particularly rich in educational possibilities because it can provide a total experience. It can influence one's ideas, emotions, and values.

Dean (1992) highlights the fieldwork is an essential work of history and geography. He says that geographical and historical concepts are unlikely to be established without field work. Burston and Green (1972) feel that learners are brought into contact with tangible remains of history and are provided with experimental knowledge. At the same time, they say that field trips stimulate learners' imagination and give them the experience of drawing conclusions from source.

Bennaars et al. (1994), argue that field trips should be organized to broaden the students' general knowledge and education. According to them, field trips have many advantages. These are:

- They provide a learning experience in a particular subject area.
- Learning acquired on study trips becomes meaningful, realistic and memorable.
- They promote social contacts between students and teachers.

They highlighted limitations of field trips, which are:

- They require a lot of time for planning and organizing.
- They are often expensive.
- Accidents frequently occur on the roads.

### **2.3 Conclusion**

The chapter has reviewed the related literature covering the following: views of educational philosophers, psychologists and educational practitioners on learning resources, importance of media in teaching and learning history and selection of media. Many scholars and researchers agree on the importance on instructional resources on teaching and learning history. Different types of instructional resources have been defined. The importance, utilization, advantages and limitations of some instructional resources have been also discussed. The next chapter will discuss the methodology of the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of the study is to obtain data on the availability and utilization of instructional resources used in teaching history in secondary schools in Mogadishu, Somalia. This chapter covers the study design, location of the study, description of the target population, sampling procedures, instruments used in data collection, pilot study, and procedures of data collection and methods of data analysis.

#### **3.1 Study Design**

This study used a descriptive design. According to Vogt (2005) when this design is used carefully, it reveals relevant relationship that can easily be undetected if other designs are used. This design involves observation, description and clarifications.

#### **3.2 Location of the Study**

The study was conducted in Hodan District in Mogadishu (Banadir region). Mogadishu, is the capital of Somalia, located along the India Ocean Coast and 2°4' north, 45°22' east. With a population of about two millions, it is the largest city of Somalia. The city is a commercial and financial centre offering a variety of goods ranging from food to electronic gadgets.

Hodan District is one of the 16 districts in the capital. The selection of the district for the study was influenced by a number of factors. First, Mogadishu has about ninety primary and secondary schools; Hodan District was chosen as the location of the study based on the density of population, it also has the highest number of schools in Banadir region. Twenty-four of them are located in Hodan District. Second, the district was convenient in terms of financial limitations on the part of the researcher. Third, the present insecurity problem was another factor. All these factors have combined to make Hodan District an ideal location for the study.

### **3.3 Description of the Target Population**

Hodan District has twenty-four private secondary schools. In this study, private secondary schools were used because there has not been a public school in the southern part of Somalia since 1991. The researcher obtained the population of schools for this study from the twenty-four private schools in Hodan District. Out of twenty-four schools in the district, the researcher randomly selected eight schools. From the list of the schools alphabetically, a number was assigned to each school. These numbers were written on small pieces of papers and put into a container. The numbers in the container were shuffled and the researcher picked out the papers randomly. The number in the paper corresponded with the name of the school in the sample of the list. Students were selected following the above method. The researcher purposely sampled one history teacher from each school. The total population was 200 students from form four and eight teachers.

The respondents of this study comprised history teachers and students. Most private secondary schools had an average of one history teacher. Therefore, a total number of eight teachers and 200 of form four students were involved in this study. It was hoped that these teachers would be in a position to provide the data on availability and utilization of instructional resources used in teaching history in secondary schools in Hodan District, Mogadishu, Somalia. The students of form four constituted the respondents of the study because it was the only class out of the four with a unified syllabus.

### **3.4 Sampling Procedures**

Hodan District had twenty-four private schools. It was from this population that the sample of schools for this study was drawn. Out of twenty-four schools in the district, the researcher randomly selected eight schools and 200 from form four students. The researcher purposely sampled one history teacher from each school.

### **3.5 Research Instruments**

The researcher used three instruments in the study. These were questionnaires, classroom observations and checklists.

#### **3.5.1 Questionnaires**

The questionnaire was the main tool used for data collection in the study. The researcher constructed two questionnaires, one for history teachers and the other for

students. The questionnaires had both open and closed/ended items. The open/ended items gave the respondents a greater freedom of expressing their ideas, opinions and suggestions. The closed/ended items enabled the respondents to give specific responses.

### **3.5.2 Classroom Observation**

Direct observation of teaching was carried out by the researcher. Two classroom observations were used to observe classroom sessions in form four classes. The observation confirmed whether the instructional resources given in questionnaires were those actually used during teaching. The researcher used pre-constructed checklists which could be checked easily as the lessons being observed progressed.

### **3.5.3. Checklists**

This was a prepared list containing all possible instructional resources which could be used for the teaching and learning of history at secondary school level. The researcher used checklists to indicate and ascertain the instructional resources available for teaching history.

## **3.6 Pilot Study**

The researcher conducted a pilot study before the final collection of data. The researcher carried out a pilot study in one private school which was not included in the sample of schools taken for the study. The pilot study enabled the researcher to

update the research instruments by making corrections based on observations made, added new items, deleted some items and assessed the time taken by the respondents to fill the questionnaires. This ensured the reliability and validity of the instruments.

### **3.7 Data Collection Procedures**

The researcher proceeded to visit the sample schools to seek permission from the school-heads to collect data from their respective schools. He arranged with the headteacher the appropriate dates of visiting the schools. The researcher and the subject teacher selected the right day and time on the school time-table when history was taught to facilitate live classroom observations.

On the second visit, the researcher issued questionnaires to history teachers. In each sample school, one teacher was selected. These teachers were given time to respond to the items in the questionnaires. The researcher collected the questionnaires after one week. With student questionnaires, the history teacher assisted the researcher to distribute the questionnaires among the students. After being filled, the researcher collected all the questionnaires back within three days.

The checklists were administered by the researcher. The checklist indicated available instructional resources for history by ticking in the appropriate boxes in the checklist.

### **3.8 Data Analysis**

Descriptive analysis was applied to the data. The researcher assembled all the questionnaires, checklists and classroom observations. The data were presented with

the aid of tables and percentages. Using tables and percentages, the researcher drew the major findings and conclusions of the study. On the basis of these findings, the researcher gave suggestions and recommendations for future action and research.

### **3.9 Conclusion**

This chapter has discussed methodology of the study such as study design, location of the study, description of the target population, sampling procedures, data collection instruments, pilot study, procedures of data collection and analysis. The next chapter gives an analysis and interpretation of data collected from the field.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents an analysis and interpretation of data collected from the field. The analysis and interpretation are based on the objectives of the study. The purpose of this study was to find out the availability and utilization of learning resources in the teaching of history in Hodan secondary schools. This chapter presents statistical analysis of data that were collected. Descriptive statistics were used, mainly tables, frequency distributions and percentages.

The research questions emphasized indicators which teachers of history utilized in teaching and learning of history. The procedure of data analysis involved grouping of similar resources from various research instruments and computing frequencies and percentages.

#### **4.1 Contextual Information**

Contextual information covered two factors about schools used in the research namely: type of school and teachers' personal data. All (100%) of the schools involved in the research were mixed schools.

#### 4.2. Teachers' Personal Data

Teachers' personal data covered gender, teaching experience and academic qualifications. The researcher wanted to find out the ratio of male and female teachers who taught history in form IV classes in Hodan District. Apart from that, the researcher felt that the academic qualification, personal training and teaching experience of the teachers were major determinants of the teachers' competence in the teaching process. Teachers with high academic qualifications, personal training and teaching experience were therefore expected to be much more effective in teaching history.

**Table IV.1: Teachers' Personal Data**

<b>Factor</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Gender	Male	8	100%
	Female	0	0%
<b>Total</b>		<b>8</b>	<b>100%</b>
Teaching Experience	a) 1 -3 years	0	0%
	b) 4 - 6 years	2	25%
	c) 7 - 9 years	1	12.5%
	d) 10 years above	5	62.5%
<b>Total</b>		<b>8</b>	<b>100%</b>
Academic Qualification	a) B. ED (Arts)	0	0%
	b) B. A with Education	8	100%
	c) B. Sc. with Education	0	0%
	d) Diploma in Education	0	0%
	a) Others (specify)	0	0%
<b>Total</b>		<b>8</b>	<b>100%</b>

The analysis of the responses related to the gender of teachers revealed that all (100%) the teachers who participated in the study were male. All of them had Bachelor of Arts with education as their academic qualification and were trained as

professional teachers. As for the teaching experience, results from table IV.1 revealed that majority of the respondents (62.5%) had taught for at least more than 10 years and none had been employed in the last 3 years. Those with the experience of 4 and 6 years constituted 25% and those between 7 – 9 years constituted 12.5%.

The analysis of the responses related to the gender of students reveals that out of 200 students who participated in the study, 66.5% were male, and the rest 33.5% were female.

Seminars and refresher courses for teachers are essential. The need for seminars for in-service training is also important in order to upgrade their knowledge. The research sought to find out how many teachers attended seminars or refresher courses for the last 3 years.

Most of the teachers (87.5%) did not attend seminars or refresher courses for the last 3 years. Only 12.5% of the teachers indicated that they attended seminars during the said period. The results further showed that there were few seminars on utilization of learning resources for history teaching. Only 12.5% of teachers attended such seminars.

Teachers' workload is one of the factors which affect use of instructional aids by each individual teacher. Therefore, question 7 of the teachers' questionnaire sought to find out the history teachers' total workload per week. The responses are summarized in table IV. 2.

**Table IV. 2: Teachers' Workload**

<b>No. of periods per week</b>	<b>Frequency No. of Teachers</b>	<b>Percentage</b>
Below 10	1	12.5%
10 -15	2	25%
16 – 20	4	50%
21- 25	1	12.5%
<b>Total</b>		<b>100%</b>

As shown in the above table, teachers' workload was quite manageable. Half of the teachers (50%) taught between 16 to 20 periods per week. There was no recommended teaching load because all the schools were private with each school using its own regulation.

Question 7 of the teachers' questionnaire sought to find out the number of teachers that taught more than one subject. About 62.5% of the teachers taught more than one subject. Only 37.5% taught only history. Table IV.7 gives a summary of subject combination.

**Table IV.3: Subject teachers teach**

<b>Subject Combination</b>	<b>Frequency</b>	<b>Percentage</b>
History and Geography	4	50%
History and Religious Education	1	12.5%
History alone	3	37.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

The information from the above table shows that 50% of the teachers taught history with geography, and 12.5% with religious education. Therefore, a total of 62.5% teachers taught history with other subjects while 37.5% of the teachers taught only

history. It was clear that some of the trained teachers taught subjects for which they were not trained.

**Table IV.4: Reasons for teaching history**

Reasons	Frequency	Percentage
Employed to do exactly that	0	0%
Like teaching the subject	0	0%
No body else to teach it	0	0%
Trained to teach it	8	100%
<b>Total</b>	<b>8</b>	<b>100%</b>

The above table gives reasons why teachers teach history. The results show that all (100%) the teachers were teaching history because of their professional training which required them to teach the subject in secondary schools. These reasons are likely to have far reaching implications on how the subject was taught since some of them may not be interested in teaching the subject.

**Table IV.5: Students' best preferred subjects in order of preference**

Students best subjects in order of preference												
Subject	A		b		C		D		E		f	
Islamic Education	74	37%	16	8%	13	6.5%	19	9.5%	7	3.5%	9	4.5%
Mathematics	37	18.5%	35	17.5%	27	13.5%	26	13%	14	7%	20	10%
Biology	29	14.5%	24	12%	33	16.5%	19	9.5%	23	11.5%	24	12%
Physics	16	8%	36	18%	27	13.5%	19	9.5%	22	11%	18	9%
History	16	8%	11	5.5%	27	13.5%	32	16%	31	15.5%	27	13.5%
Arabic Language	10	5%	30	15%	11	5.5%	18	9%	22	11%	20	10%
English Language	10	5%	15	7.5%	18	9%	15	7.5%	18	9%	19	9.5%
Chemistry	5	2.5%	16	8%	19	9.5%	26	13%	27	13.5%	16	8%
Geography	2	1%	7	3.5%	7	3.5%	9	4.5%	17	8.5%	22	11%
Somali Language	1	0.5%	9	4.5%	14	7%	10	5%	12	6%	13	6.5%
Business	0	0%	1	0.5%	4	2%	7	3.5%	7	3.5%	12	6%
<b>Total</b>	<b>200</b>	<b>100%</b>	<b>200</b>	<b>100%</b>	<b>200</b>	<b>100%</b>	<b>200</b>	<b>100%</b>	<b>200</b>	<b>100%</b>	<b>200</b>	<b>100%</b>
<b>Total number of students = 200</b>												

According to the information summarised in the above table, the best favourite subjects in order of preference were Islamic Education, Mathematics, Biology, Physics, History, Arabic language, English language, Chemistry, Geography, Somali

language and Business. Thirty seven (37%) of the respondents showed that the first preferred subject of the students' choice was Islamic Education. About 18.5% of the respondents put Mathematics to the second place, while 14.5% of the respondents selected Biology to the third position. A small percentage (8%) of students preferred Physics and History to the fourth place. This shows that students did not hold history in high esteem as a subject in the curriculum.

*N. B: As for Table IV. 31, students were asked to state their best subject in order of preference under six categories from A to F. The result of their answer was that the first choice of students was category A, the second choice was category B, their third choice was category C etc. Category A was meant for the best subject and F stood for the lowest.*

According to the research, 86.5% of the respondents liked history as a subject, but not their first priority. As shown in table IV.5, their best subjects were Islamic Education and Mathematics.

History, unlike other subjects, deals with the past activities and experiences of man, and it should therefore, have some kind of interest when it is taught well. Table IV. 6 gives a summary of reasons for students liking the subject.

**Table IV.6: Reasons for students liking history**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
The subject is interesting	61	35.3%
The teacher is good	27	15.6%
It teaches me important things	77	44.5%
It is a compulsory subject	8	4.6%
<b>Total</b>	<b>173</b>	<b>100%</b>

Information from the above table shows that 44.5% of the respondents said that history taught good things. About 33.3% of the respondents indicated that history was

an interesting subject while a small percentage of 15.6% said the history teacher was good. A small percentage of respondents (4.6%) said that they liked history because it was a compulsory subject.

It is not possible that all students like every subject. This depends on the student's desire, motivation and interest in the subject. Table IV. 7 gives a summary of reasons for students, dislike for history.

**Table IV.7: Reasons why some students disliked history**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
The subject is hard	12	44.4%
The teacher is not good	8	29.6%
The subject is boring	2	7.4%
I don't know	5	18.5%
<b>Total</b>	<b>27</b>	<b>99.9%</b>

The information in the above table revealed that 44.4% of the respondents said that the subject was hard. Almost 29.6% of the students believed that history teachers were not good. About 18.5% of the respondents reported that they did not know why they disliked history. A small number of respondents, (7.4%) recognized that the subject was not interesting. According to the above information, 61% of the students indicated that they were ready to continue studying history in future. The other 39% were not ready to continue studying history in future.

The teachers of history were asked to indicate the history resources which were available in their schools. The table below summarises their findings.

**Table IV.8: Instructional resources available in the selected schools according to teachers**

<b>Instructional Resource</b>	<b>Frequency</b>	<b>Percentage</b>
Chalkboard	8	100%
Maps	7	87.5 %
Charts	4	50 %
Textbooks	1	12.5%
Tape recorder	0	0 %
Video tapes	0	0 %

The above results show that at least four instructional resources were available in the schools. These are the chalkboard, maps, charts and textbooks. The chalkboard was available in all (100%) schools, and maps were available in about 87.5% of the institutions. The observation by the researcher showed that, apart from the resources indicated, there were others as the table below portrays:

**Table IV. 9: Instructional resources available for teaching/learning history as recorded by the researcher**

Material	No. of Responses		Percentage
	Available	Not Available	
<b>1- PRINT MEDIA</b>			
Encyclopaedia	2	6	25%
Magazines	0	8	0%
Journals	0	8	0%
Newspapers	0	8	0%
Textbooks	8	0	100%
Supplementary books/references	2	6	25%
<b>2- NON-PROJECTED MEDIA</b>			
Chalkboards	8	0	100%
Charts	6	2	75%
Globes	5	3	62.5%
Maps	8	0	100%
Models	0	8	0%
Pictures	0	8	0%
Realia/objects	0	8	0%
<b>3- PROJECTED/AUDIO-VISUAL MEDIA</b>			
Film Projector	0	8	0%
TV/Video tape	0	8	0%
Films	0	8	0%
<b>AUDIO MEDIA</b>			
Radio	7	1	87.5%
Record Player/CD	1	7	12.5%
Tape recorder/audio tape	3	5	37.5%

Information obtained from the above table revealed that at least chalkboard, textbooks and maps were available in all (100%) of the schools. Radio (87.5%) and tape

recorder/ audio tape (75%) were also available in the schools; though most of the teachers were not using them for their teaching activity. This gives us a comprehensive picture of some of the resource materials available in schools for teaching and learning. During the check-listing of the resources, it was noted that some of the available materials were not properly kept in a store.

The investigator further used a checklist to record all the resources used according to the objectives of the study. A total of sixteen lessons were observed. The researcher used pre-constructed checklists which could be checked easily as the lesson was being observed progressed. The first question was, which teaching-learning resources did the teacher actually use during the lesson? The second question was how did the teacher interacted with students in the utilization of the resources during the lesson. After the classroom observation, it was noted that no instructional resources were used by teachers during the lesson apart from the chalkboard and textbooks. On the other hand, there was no dynamic interaction between the teachers and students in the utilization of resources during the lesson.

Students were asked to indicate the resources used by teachers during history lessons.

The results are summarized in table IV.10.

**Table IV.10: Instructional resources used by teachers according to students**

<b>Resource</b>	<b>Frequency</b>	<b>Percentage</b>
Chalkboard	83	41.5%
Chalkboard and map	50	25%
Chalkboard, map and charts	49	24.5%
Chalkboard and charts	15	7.5%
Chalkboard and tape record	1	0.5%
Chalkboard, diagram and video	1	0.5%
Chalkboard, map, diagram and video	1	0.5%
<b>Total</b>	<b>200</b>	<b>100%</b>

According to the results shown in table IV.10, a good number of respondents (41.5%) indicated that teachers mostly used the chalkboard. About 24.5% of the respondents indicated that chalkboard, maps and charts were the second most commonly used instructional resources. Likewise, about 24.5% believed that chalkboard and maps were the third category of resources that teachers mostly used in their teaching.

The teachers of history were also asked to indicate the history resources which were used in their history lessons. The table below summarises their findings.

**Table IV.11: History resources used in history lessons according to teachers**

<b>Instructional Resources</b>	<b>Frequency</b>	<b>Percentage</b>
Chalkboard	8	100%
Textbooks	8	100 %
Maps	6	75 %
Charts	2	25 %
Diagrams	1	12.5 %

The above results show that instructional resources were used in the teaching of the subject. Chalkboard and textbooks were used by all (100%) teachers. On the other

hand, maps were used by 75% of the teachers, and only 25% and 12.5% used charts and diagrams respectively.

Reasons for non-utilization of some resources according to the teachers are summarized in table IV.12.

**Table IV.12: Reasons given by teachers for non-utilization of some of the resources**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of funds	7	87.5%
Lack of skills	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

The above table gives the main reasons for non-utilization of some of the resources as lack of funds (87.5%) and lack of skills (12.5%).

### **4.3. Textbooks**

Textbooks were viewed as the main resources which teachers had at their disposal. Textbooks were often used by students and teachers to provide structure for the course of study and the sequence of instruction. Some teachers were dependent on textbooks whereas other teachers merely used them as a basis for instruction. The textbook remained one of the major teaching and learning resources used in schools. However, there were few teachers who never used them.

Information from the research shows that majority (74.5%) of the respondents had textbooks, but a small number (25.5%) of the students did not have any textbooks.

According to the respondents from the students a good number of the students (65.8%) had their own textbooks; while 34.2% of students shared textbooks.

**Table IV.13: Ratio of students per textbook according to teachers and students.**

<b>Textbooks per student</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
1:1	6	75%	0	0%
1:2	0	0%	35	68.6%
1:3	0	0%	7	13.7%
1:4	1	12.5%	5	9.8%
1:5	1	12.5%	4	7.8%
<b>Total</b>	<b>8</b>	<b>100%</b>	<b>51</b>	<b>99.9%</b>

Table IV.13 shows the ratio of students per book. The findings indicate that 75% of the students had their own textbooks according to the information given by teachers. This is contradicted by the students' responses which show that majority (99.9%) shared one textbook, with 68.6% sharing one book per two students.

**Table IV.14: Sources of textbooks used in teaching/learning history according to teachers**

<b>Instructional Resources</b>	<b>Frequency</b>	<b>Percentage</b>
From the parents	7	87.5%
From the schools	1	12.5%
From donations	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

The above table indicates that 87.5% of the textbooks were obtained from the parents, while 12.5% of students' textbooks were obtained from the schools.

The research shows that 75% of the teachers indicated that they prepared resources for teaching history while 25% of them did not. This information does not give a true picture on what was on the ground as very few teachers whose lessons were observed prepared teaching resources.

**Table IV.15: Use of instructional resources by teachers.**

<b>Use of instructional resources by teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Often	5	62.5%
Sometimes	3	37.5%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

Table IV.15 shows the frequency of teachers using teaching aids in history lessons. It revealed that 62.5% of the respondents said that they often used instructional resources in the process of teaching history while 37.5% of the respondents indicated that they sometimes used instructional resources.

**Table IV.16: Use of field trips for learning history**

<b>Use of field trips</b>	<b>Frequency</b>	<b>Percentage</b>
Never	183	91.5%
Rarely	11	5.5%
When need arises	6	3%
Regularly	0	0%
<b>Total</b>	<b>200</b>	<b>100%</b>

The above table shows that 91.5% of the students never went for academic field trips.

A small percentage (5.5%) showed that students rarely went for academic trips.

Therefore, it is clear that schools did not arrange field trips for students to visit historical places and other relevant avenues of learning history.

**Table IV.17: Use of guest speakers in history teaching/learning.**

<b>Use of guest speakers</b>	<b>Frequency</b>	<b>Percentage</b>
Never	166	83%
When requested	23	11.5%
Rarely	7	3.5%
Regularly	4	2%
<b>Total</b>	<b>200</b>	<b>100%</b>

According to information obtained from the above table, 83% of the student respondents indicated that the history teachers never invited guest speakers to talk to them. However, 11.5% of the students indicated that guest speakers were invited when they (students) requested for them.

As shown in tables IV.15, IV.16, and IV.17, there were some contradictions between teachers' and students' responses concerning the frequency of using teaching resources. About 62.5% of the respondents said that history teachers often used instructional resources, while 37.5% of the respondents said they sometimes used the instructional resources.

In contrast, table IV.16 revealed that 91.5% of the students never went for academic field trips. Likewise, table IV.17 showed that 83% of the student respondents indicated that the history teachers never invited guest speakers to talk to them.

The researcher sought to find out students' favourite topics in form four history. Their responses are summarized in table IV. 18.

**Table IV.18: Students' favourite topics in form four history**

<b>Students' favourite topics</b>	<b>Frequency</b>	<b>Percentage</b>
World War II	159	23%
Somali History	140	20.2%
World War I	119	17.2%
Ottoman Empire	101	14.6%
European Colonization in Africa	48	6.9%
The formation of UN	44	6.4%
The League of Nations	30	4.3%
Arab League	27	3.9%
Not responded	24	3.5%
<b>Total</b>	<b>692</b>	<b>100%</b>

As indicated in the above table, 23% of the respondents said that the first favourite topic is the Second World War, 20.2% said Somali history was their favourite topic. Other favourite topics included First World War (17.2%) and Ottoman Empire (14.6%) respectively. A small percentage (6.9%) said European Colonization in Africa, while 6.4% said the favourite topic was the Formation of United Nations and 4.3% said the League of Nations.

Interestingly enough, students selected war related topics as their favourite. The reason for this was that students were born after 1990 at the peak of the civil war in Somalia and they nothing knew about peace. They grew up in a conflict and lawlessness environment. The only thing they heard was war and that is probably why they liked topics on war.

**Table IV.19: Sources for obtaining teaching and learning resources for history.**

Sources	Frequency	Percentage
Bought by the school	7	87.5%
Borrowed	1	12.5%
Donations	0	0%
Bought by parents	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

According to information obtained from the above table, 87.5% of the schools acquired history teaching/learning resources by buying them. A small percentage (12.5%) borrowed history teaching/learning resources from other schools and other learning institutions.

**Table IV.20: Ways in which students used their textbooks.**

Factors	Frequency	Percentage
Making notes during free time	70	47%
Doing homework/assignments	41	27.5%
Reading in class during lessons	38	25.5%
<b>Total</b>	<b>149</b>	<b>100%</b>

According to information summarised in table IV.20, students used their textbooks in various ways. About 47% of the students indicated that they used their textbooks to make notes during their free time, while 27.5% of them reported that they used textbooks to do their homework/assignments. About 25.5% of the respondents revealed that they read their textbooks in class during lessons.

**Table IV.21: Ways in which teachers used the textbooks according to students**

<b>Factors</b>	<b>Frequency</b>	<b>Percentage</b>
Asks us to read in class	70	47%
Asks us to make notes	42	28.2%
Never refers to it.	37	24.8%
Any other	0	0%
<b>Total</b>	<b>149</b>	<b>100%</b>

Information from table shows that 47% of the respondents indicated that teachers asked them to read textbooks in class. About 28.2% of the respondents said that teachers asked students to make notes. Another percentage (24.8%) of students reported that teachers never referred to textbooks.

Collected data show that majority of the sample schools were using history textbook for Form Four (both teachers and students) as a class textbook. There were no other reference books available in the schools. The reason could be because there were no textbook centres available in most of the country where teachers and schools could buy other books.

The researcher sought to find out the factors that hindered acquisition of history learning resources. The results are summarized in table IV. 22.

**Table IV.22: Factors that hindered the acquisition of history learning resources**

<b>Factors</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of funds	6	75%
Lack of central government	1	12.5%
Lack of security	1	12.5%
Lack of unified syllabus	0	0%
Lack of bookshops	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

According to the information obtained from the above table, most (75%) of the respondents said the main factor that hindered the effective acquisition of history learning resources was lack of funds. About 12.5% of the respondents indicated that lack of central government was the main factor. Similarly, another 12.5% of the students believed that lack of security was the main factor. It is interesting that teachers did not see lack of bookshops as a factor hindering acquisition of learning resources and yet it is as pointed out earlier.

The responses from teachers on reasons hindering the use of resources such as tape recorders and video tapes included lack of funds and electricity.

#### **4.4. School Library**

The value of school library in the education system fundamentally depends on beliefs and attitudes about teaching and learning. School library provides teachers with relevant curriculum information and professional development within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning outcomes. The school library does contribute to academic achievement within the school.

Information obtained from the research shows that majority (78.5%) of the schools had no libraries. Only a small number of schools (21.5%) had them. The main reasons behind the shortage of libraries were lack of funds and space. Most of the schools were run in rented premises which were not designed for schools.

The information shows that in schools which had libraries, a good number of students (62.5%) were not allowed to borrow books to read outside of the school.

It was interesting that effective learning happened when learners built their own learning through active engagement and exploration of problems. In general, in any teaching/learning process, there is a problem facing the students within the teaching/learning time. The problems might vary from student to student and it also depends on the interest of the student in that subject.

**Table IV.23: Problems experienced by students in the learning of history.**

<b>Problems</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of instructional resources	55	27.5%
Lack of printed materials	43	21.5%
Lack of libraries	31	15.5%
Memorizing historical events	23	11.5%
Language problem	21	10.5%
Lack of competent teachers	17	8.5%
Not responded	10	5%
<b>Total</b>	<b>200</b>	<b>100%</b>

Results from the above table show that at least 27.5% of the respondents reported that lack of instructional resources was one of the problems experienced by students in the learning of history, while a good percentage (21.5%) of respondents confirmed lack

of references books. About 15.5% cited lack of libraries as a problem affected the learning of the subject. A number of respondents (11.5%, 10.5% and 8.5%) confirmed that memorizing of historical events; language problem and lack of competent teachers respectively were other problems.

#### **4.5. Conclusion**

In this chapter, data collected from the field was analyzed through the use of tables, frequency distributions and percentages. The data shows that there were limited resources in the teaching of history in secondary schools in Hodan District of Mogadishu. The main commonly used resource was the textbook. The next chapter gives the summary, conclusion and recommendations based on the research findings.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0. Introduction

This chapter summarizes, concludes and makes recommendations related to availability and utilization of instructional resources used for teaching history in some selected secondary school of Hodan District in Mogadishu, Somalia.

The main focus of the study was to investigate:

- The availability and utilization of instructional resources in teaching/learning of history in secondary schools.
- The quantity of instructional resources used in teaching and learning history in secondary schools.
- The problems encountered by teachers and learners in the utilization of resources of teaching/learning history.

#### 5.1 Summary of the Findings

The sample of the study consisted of 8 teachers and 200 form four students. About 66.5% of the students were male and 37.5% were female. All the teachers were male, and had Bachelor of Arts degree with education as their academic qualification. Most of the teachers (87.5%) did not attend any seminars after qualifying as teachers. The teachers' workload showed that 50% of them taught between 16 to 20 periods per

week, and about 62.5% of the teachers taught more than one subject, with 37.5% concentrating on only history.

About 37% of the students chose Islamic Education as the best favourite subject in order of preference. Other subjects were Mathematics 18%, Biology 14.5% and (Physics and History) 8%. This shows that students do not hold history in high esteem as a subject, with 35.3% saying that they found the subject interesting. About 44.5% of them stated that they liked the subject because it teaches them important things.

The students' favourite topics in history of form four in order of preference are the Second World War (23%), Somali History (20.2%), First World War (17.2%) and Ottoman Empire (14.6%). For those students who did not like the subject, they gave the following reasons: the subject is hard (44.4%), the teachers are not good (29.6%) and the subject is boring (7.4%).

Most of the schools (78.5%) had no libraries. Those who had them (62.5%) did not allow students to borrow books from the libraries. The instructional resources available in the sampled schools were four. These are the chalkboard, maps, charts and textbooks. The chalkboard was available in all 100% schools, and maps were available in about 87.5% of the institutions. Other instructional resources which were available in the schools are the radio, tape recorder and globes.

All the teachers (100%) used chalkboards and textbooks as instructional resources in the classroom. Only 37.5% of them used charts as instructional resources in their

lesson presentation. Thus, the chalkboard, textbooks and charts were extensively used for teaching the subject.

The researcher also investigated to know ways in which teachers used the textbooks. The findings show that the teachers used the textbooks by allowing students to read them in class (47%) and making notes (28.2%).

Students on their part reported that they used the textbooks to make notes (47%), read them during lessons (25.5%). At the same time, about 91.5% of the students said they never went for academic field trips, while 83% of them indicated that the teachers never invited guest speakers to talk to them. About 87.7% of the teachers said that lack of funds was the main reason for non-utilization of some of the resources, while a small percentage (12.5%) mentioned lack of skills.

The findings in the sampled schools indicate that 75% of the students had their own textbooks according to teachers. This is contradicted by the students' responses which show that majority (99.9%) shared one textbook, with 68.6% sharing one book per two students.

Apart from instructional resources, the researcher investigated the problems experienced by students in the learning of history. The findings in the sample schools show that at least 27.5% of the students reported that lack of instructional resources, while a good percentage (21.5%) of respondents confirmed lack of references books.

About 15.5% cited lack of libraries as a problem affected the learning of history. A number of respondents (11.5%, 10.5% and 8.5%) confirmed that memorizing of historical events; language problem and lack of competent teachers respectively were other problems.

## **5.2. Conclusions**

Based on the findings, the following were the conclusions of the study:

- (i) First question was to investigate the type of instructional resources that history teachers used in teaching the subject. The researcher expected to find out most of the instructional resources used to teach history. The findings of the research showed that all necessary instructional resources used to facilitate teaching and learning of history were inadequate in terms of quality. Only three instructional resources were used in teaching the subject. There were the chalkboard, textbooks and charts.
- (ii) The second research question was intended to find out how schools were equipped in terms of resources for history teaching/learning. The findings of the research showed that most of the schools were not equipped well in terms of instructional resources. The instructional resources that appeared in most of the schools were the chalkboards, textbooks, charts, globes, radio and tape recorder. A small number of schools had other instructional resources like encyclopaedia (25%) and CD player (12.5%). It is interesting to note that all the schools did not have some instructional

resources like magazines, journals, newspapers, models, realia/objects, pictures, films, videotapes and film projectors.

- (iii) The third question sought to find out how teachers utilized the instructional materials in teaching/learning history. The findings of the research revealed that teachers of history did not utilize the instructional resources effectively. The main reasons for non-utilizing of some of the resources are lack of funds and lack of skills. Eighty seven (87.7%) of the teachers said that lack of funds was the main reason while a small percentage (12.5%) cited lack of skills.
- (iv) The fourth question was intended to find out the problems which hindered effective use of learning resources in teaching history of secondary schools in Somalia. The findings of the research showed that most of the teachers complained of having a shortage of instructional resources, lack of electricity and lack of funds.

### **5.3. Recommendations**

Arising from the findings and conclusions of this study, the following recommendations were made:

- History teachers should be prepared for in-service training, regular workshops and seminars during the vocations, so that they can up-to-date their teaching skills.

- Stakeholders of schools should ensure that the institutions are well equipped with a variety of learning resources.
- The stockholders should avail funds for field trips for all history classes.
- History teachers should make an effort to utilize the available instructional resources effectively.
- History teachers should make an effort to invite guest speakers to give flavour to the subject.
- There should be enough libraries in schools, well-equipped with relevant learning resources which could be borrowing by both teachers and learners.
- Teachers' Training Colleges should emphasize the importance of instructional resources and the role that the resources play in the teaching/learning process.

#### **5.4. Recommendations for Further research**

Further research should be conducted to find out the methods teachers use in teaching history. A similar research could be carried out in other parts of Somalia since this one was limited to only Hodan District, yet at the time of conducting this research the country had ninety-six districts.

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- [http://www.kukiforum.com/menu\\_files/imp\\_edu.htm](http://www.kukiforum.com/menu_files/imp_edu.htm)
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**Appendix A**  
**Questionnaire for Teachers**

Please answer the questions by ticking (  ) in the brackets or write in the spaces provided. All the information given will only be used for the purpose of this study and will be treated with strict confidence. Your cooperation is highly appreciated.

School: \_\_\_\_\_

1. Type of school

a) Boys'       b) Girls'       c) Mixed

2. Gender:                      a) Male       b) Female

3. How many years of teaching experience do you have?

a) 1 - 3 years       b) 4 - 6 years

c) 7 - 9 years       d) over 10 years

4. What academic qualifications do you possess?

a) B.Ed (Arts)       b) B.A with Education

c) B. Sc with Education       d) Diploma in Education

e) Others (specify) \_\_\_\_\_

5. Have you attended any history seminar or refresher course for the last 3 years?

a) Yes       b) No

6. If yes, did the seminar cover anything to do with availability and utilization of resources in teaching/learning history?

a) Yes       b) No

7. How many periods per week do you teach history in this school? \_\_\_\_\_

8. What other subjects do you teach? \_\_\_\_\_

9. Why do you teach history?

a) Because I am employed to do exactly that.

b) I like teaching history as a subject.

c) Because there is nobody else to teach it

d) Because I was trained to teach it

e) Others (specify) \_\_\_\_\_

10. Which of the following history teaching resources are available in your school?

- a) Chalkboard                       b) Diagrams   
 c) Maps                                       d) Tape Recorder   
 e) Video Tapes                               f) Any other (specify) \_\_\_\_\_

11. Which among the listed resources above do you use in history lessons?

\_\_\_\_\_

\_\_\_\_\_

12. If you don't utilize some of the resources, give reasons for not using them in your history lessons.

<u>Resource</u>	<u>Reasons for Non Utilization</u>
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____

13. What is the ratio of students per book in your form four classes?

- a) 1 : 1                       b) 1 : 2                       c) 1 : 3   
 d) 1 : 4                       e) Any other (specify) \_\_\_\_\_

14. Identify the source of the textbooks which your students are using in learning history.

- a) From the school                       b) From the parents   
 c) From donations                       d) Any other (specify) \_\_\_\_\_

15. Do you prepare any teaching resources for every history lesson?

- a. Yes                       b) No

16. How frequently do you use the instructional resources?

- a) Rarely                       b) Often

c) Sometimes  d) Never

17. How does your school acquire history learning resources?

- a) Buys  b) Donations
- c) Borrows  d) Students buy them
- e) any other (specify) \_\_\_\_\_

18. List students' textbooks which are available in your school.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Place</u>	<u>Year</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

19. What reference books do you use? List them.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Place</u>	<u>Year</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

20. What factors hinder the effective acquisition of history learning resources?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. What factors hinder your effective use of all types of history learning resources in your school?

<u>Resource</u>	<u>Related Problem</u>
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____

**Appendix B**  
**Students' Questionnaire**

Please answer the questions by ticking (  $\checkmark$  ) in the brackets or write in the spaces provided. All the information given will only be used for the purpose of this study and will be treated with strict confidence. Your cooperation is highly appreciated.

1. School \_\_\_\_\_
2. Gender: \_\_\_\_\_
3. Which is your best subject in order of preference?
  - a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
  - d- \_\_\_\_\_ e) \_\_\_\_\_ f) \_\_\_\_\_
4. Do you like history?
  - a) Yes
  - b) No
5. If your answer is yes, why do you like history? Because
  - a) The subject is interesting.
  - b) The teacher is good.
  - c) It teaches me many good things
  - d) It is a compulsory subject
  - e) Any other (specify) \_\_\_\_\_
6. If you like history, which are your favourite topics in form four.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
7. If your answer is no, why don't you like history? Because
  - a) The subject is hard.
  - b) The teacher is not good
  - c) The subject is boring.
  - d) I don't know.
  - e) Any other (specify) \_\_\_\_\_
8. Do you intend to continue with studying history in future?
  - a) Yes
  - b) No

9. If your answer is yes or no, what do you think can be done to make the subject more interesting?

- a) Having a variety of textbooks.       b) Having field trips.   
 c) Watching history films, etc.       d) Using guest speakers   
 e) Having different types of teachers from form one to form four   
 f) Any other (specify) \_\_\_\_\_

10. How often does your class undertake academic field trips for learning history?

- a) Regularly       b) When need arises   
 c) Rarely       d) Never

11. How frequently does your teacher invite guest speaker to talk to you?

- a) Regularly       b) When requested   
 c) Rarely       d) Never

12. Do you have your own textbook?

- a) Yes       b) No

13. Do you share your textbook with your classmate?

- a) Yes       b) No

14. If yes how many of you share one textbook?

- a) 1 : 2       b) 1 : 3       c) 1 : 4   
 d) 1 : 5       e) Any other (specify) \_\_\_\_\_

15. How do you use the textbooks you have?

- a) Making notes during my free time   
 b) Doing homework/assignment   
 c) Reading in class during lessons   
 d) Any other (specify) \_\_\_\_\_

16. How does the teacher use the textbook you have?

- a) Asks us to make notes using the textbook.   
 b) Asks us to read in class       c) Never refers to it.

d) Any other (specify) \_\_\_\_\_

17. Does your school have a library?

a) Yes

b) No

18. If your answer is yes, are you allowed to borrow textbooks and other learning resources from the school library?

a) Yes

b) No

19. What problems do you experience in the learning of history?

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20. List all history textbooks that you are using in this class.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>Place</u>	<u>Year</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**APPENDIX C**  
**CHECKLIST**

**SCHOOL:** \_\_\_\_\_ **SUBJECT:** \_\_\_\_\_

TYPE OF MEDIA	AVAILABLE	NOT AVAILABLE
<b>1- PRINT MEDIA</b>		
Encyclopaedia		
Magazines		
Journals		
Newspapers		
Textbooks		
Supplementary books/References		
<b>2- NON-PROJECTED MEDIA</b>		
Chalkboards		
Charts		
Globes		
Maps		
Models		
Pictures		
Realia/Objects		
<b>3- PROJECTED/AUDIO-VISUAL MEDIA</b>		
Film Projector		
TV/Video tape		
Films		
<b>AUDIO MEDIA</b>		
Radio		
Record Player/CD		
Tape Recorder/Audio Tape		

**APPENDIX D**  
**CLASSROOM OBSERVATION SCHEDULE**

SCHOOL: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

LESSON TOPIC: \_\_\_\_\_

1. Which teaching-learning resources does the teacher actually use during the lesson?

\_\_\_\_\_  
\_\_\_\_\_

2. How does the teacher interact with the students in the utilization during the lesson?

\_\_\_\_\_  
\_\_\_\_\_

3. Note any other relevant observations made during the lesson.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX E**  
**LIST OF PRIVATE SCHOOLS IN HODAN DISTRICT**

<b>No.</b>	<b>School Name</b>
1	Al-Bushra Primary & Sec. School
2	Al-Fatih Primary & Sec. School
3	Al-Hikma Primary & Sec. School
4	Al-Imra Primary & Sec. School
5	Al-Ma'arif Primary & Sec. School
6	Alpha Primary & Sec. School
7	Banadir Primary & Sec. School
8	Bustale Primary & Sec. School
9	Hamar Boarding School
10	Imaam Shafi'i Primary & Sec. School
11	Imam Nawawi Primary & Sec. School
12	Kulmiye Primary & Sec. School
13	Lego Primary & Sec. School
14	Mahjub Haji Nur Primary & Sec. School
15	Ma'mur Primary & Sec. School
16	Moallim Addo Primary & Sec. School
17	Muqdishu Boarding School
18	Muzamil Primary & Sec. School
19	Onkod Primary & Sec. School
20	Sahil Primary & Sec. School
21	Sh. Abdisamad Primary & Sec. School
22	Sh. Yusuf Al-Kowneyn Primary & Sec. School
23	SYL Primary & Sec. School
24	Usaama bin Zeyd Primary & Sec. School

**APPENDIX F****LIST OF PRIVATE SCHOOLS IN BANADIR REGION**

<b>No.</b>	<b>School Name</b>	<b>District</b>
1	Abdulaziz Primary School	Abdulaziz
2	Umul-Qura Primary & Sec. School	Bondere
3	Daryel Primary School	Daynile
4	Iftin Primary School	Daynile
5	Abu-Bakar Sadiq Primary & Sec. School	Dharkeynlay
6	Al-Anwar Primary & Sec. School	Dharkeynlay
7	Barbe Primary & Sec. School	Dharkeynlay
8	Iqra Primary & Sec. School	Dharkeynlay
9	Khadija Primary & Sec. School	Dharkeynlay
10	Moallim Fatih Primary & Sec. School	Dharkeynlay
11	Ubaya Ibnu Ka'ab Primary & Sec. School	Dharkeynlay
12	Hamar Ja-jab Primary & Sec. School	Hamar Ja-jab
13	Dere Haji Dere Primary School	Hamar Weyne
14	Aba Ubeyda Primary & Sec. School	Hawl Wadag
15	A-Nahda Primary & Sec. School	Hawl Wadag
16	Hassan Qaridi Secondary School	Hawl Wadag
17	Al-Bushra Primary & Sec. School	Hodan
18	Al-Fatih Primary & Sec. School	Hodan
19	Al-Hikma Primary & Sec. School	Hodan
20	Al-Imra Secondary School	Hodan
21	Al-Ma'arif Primary School	Hodan
22	Alpha Primary & Sec. School	Hodan
23	Banadir Primary & Sec. School	Hodan
24	Bustale Secondary School	Hodan
25	Dahir Osman Primary School	Hodan
26	Hamar Boarding School	Hodan
27	Imaam Shafi'i Primary & Sec. School	Hodan
28	Imam Nawawi Primary & Sec. School	Hodan
29	Kulmiye Secondary School	Hodan
30	Lego Secondary School	Hodan
31	Mahjub Haji Nur Primary & Sec. School	Hodan
32	Ma'mur Primary & Sec. School	Hodan
33	Moallim Addo Primary & Sec. School	Hodan
34	Muqdishu Boarding School	Hodan
35	Muzamil Primary & Sec. School	Hodan
36	Onkod Primary & Sec. School	Hodan

<b>No.</b>	<b>School Name</b>	<b>District</b>
37	Sahil Secondary School	Hodan
38	Sh. Abdisamad Primary & Sec. School	Hodan
39	Sh. Yusuf Al-Kowneyn Primary & Sec. School	Hodan
40	SYL Secondary School	Hodan
41	Usaama bin Zeyd Primary & Sec. School	Hodan
42	Ablal Secondary School	Huriwa
43	Zaki Secondary School	Huriwa
44	Adam Adde Secondary School	Karan
45	A-Sha'ab Primary & Sec. School	Karan
46	Fathu-Rahman Primary & Sec. School	Karan
47	Global Secondary School	Karan
48	Mu'ad bin Jabal Primary & Sec. School	Karan
49	SOS Primary & Sec. School	Karan
50	Mohamoud Ahmed Ali Primary & Sec. School	Shibis
51	Muqdisho Primary & Sec. School	Shibis
52	Salman Al-Farisi Primary & Sec. School	Shibis
53	Shingani Primary School	Shingani
54	Abu Hanifa Primary & Sec. School	Waberi
55	Al-Eyn Primary & Sec. School	Waberi
56	Al-Faruq Primary & Sec. School	Waberi
57	Horsed Primary & Sec. School	Waberi
58	Mathal Primary & Sec. School	Waberi
59	Al-Bilad Secondary School	Wadajir
60	Al-huda Primary & Sec. School	Wadajir
61	Al-Iman Primary & Sec. School	Wadajir
62	Amoud Secondary School	Wadajir
63	Halane Secondary School	Wadajir
64	Halgan Secondary School	Wadajir
65	Imran Ibnu Hussein Secondary School	Wadajir
66	Mohamed Hersi Primary & Sec. School	Wadajir
67	Mubarak Secondary School	Wadajir
68	Tadamun Primary & Sec. School	Wadajir
69	Zubeyr Primary & Sec. School	Wadajir
70	Al-khalil Primary & Sec. School	Wardhigley
71	Badbado Secondary School	Wardhigley
72	Barwaqo Secondary School	Wardhigley
73	Bilal Primary & Sec. School	Wardhigley
74	Hantiwadag Secondary School	Wardhigley
75	Imam Malik Primary & Sec. School	Wardhigley
76	Hilla'a Primary & Sec. School	Wardhigley
77	Mohamed Warsame Secondary School	Wardhigley
78	Abdurahman Ibnu Owf Primary & Sec. School	Yaqshid
79	Ahmed Gurey Primary & Sec. School	Yaqshid

<b>No.</b>	<b>School Name</b>	<b>District</b>
80	Al-Fajri Primary & Sec. School	Yaqshid
81	Al-Huda Primary & Sec. School	Yaqshid
82	Banadir Zone Secondary School	Yaqshid
83	Ibnu Khuzeyma Primary & Sec. School	Yaqshid
84	Jabir bin Hayan Primary & Sec. School	Yaqshid
85	Juba Primary & Sec. School	Yaqshid
86	Maka Al-Mukarama Primary & Sec. School	Yaqshid
87	Moallim Jama Primary & Sec. School	Yaqshid
88	Omar bin A/asis Primary & Sec. School	Yaqshid
89	Sh. Da'ud Primary & Sec. School	Yaqshid
90	Tawfiq Secondary School	Yaqshid

### APPENDIX G POLITICAL MAP OF SOMALIA

